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CONN CENSUS



Vol. 44—No. 3

New London, Connecticut, Thursday, October 9, 1958

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President Announces Changes In College Faculty Line-up

Miss Rosemary Park, president of Connecticut College for Women, has announced the following changes in the administration or faculty for the 1958-59 academic year:

On leave—Miss Marjory Dille (for one year), Mrs. Suzanne Langer (part-time, for the year), Edgar Mayhew (second semester), Mrs. Ruby Morris (part-time, for the year), Mrs. Alice Schafer (for the year), and Miss Betty Thomson (for the year).

Department Chairmanships — Oliver L. I. Brown, Chairman, Department of Chemistry; Errol Harris, Chairman, Department of Philosophy; Louise Holbron, Acting Chairman, Department of Government; Helen Merson, Chairman, Department of Physical Education; Harriet Warner, Chairman, Department of Child Development.

New staff members since September of 1957—Emily A. Howard, Assistant Dietician; Margaret T. Kent, Assistant in the Department of Psychology; Mrs. L. Edward King, Secretary in the Personnel Office; Cynthia Lester, Circulation Librarian; Mrs. Har-

ry Sekurski, Assistant in the Order Department of Palmer Library; Mrs. Elliot B. Southward, Assistant in the Bookshop.

Changes in appointment—Rita H. Barnard, Assistant Professor of Economics and Registrar; Ruth H. Bloomer, Adviser to the School of the Dance and Associate in Press Relations; Frances S. Brett, Assistant Professor of Physical Education and Associate in the Office of the Dean; Mrs. Joseph T. Hermes, Secretary in the Office of the President; Gertrude E. Noyes, Professor of English and Dean of the College.

Retirements and resignations, faculty and staff (full-time)—E. Alverna Burdick, Professor of Physical Education and Dean of the College; Ruth Stanwood, Professor of Physical Education and Chairman of the Department; Margaret S. Chaney, Professor of Home Economics; Catherine Oakes, Associate Professor of English and Dean of Sophomores; Mildred Burdett, Assistant Professor of Home Economics; Lois Pond, Assistant Professor of Physical Education; Charlotte Anderson, Assistant Professor of German; Benjamin Labaree, Instructor in the Department of History; Maria de Unamuno, Instructor in the Department of Spanish; June Macklin, Instructor in the Department of Sociology; Kathryn Hunter Peugh, Registrar; Leda Hirsch, Secretary in the Personnel Office; Ramona Pugsley, Secretary in the Office of the President; Louise Potter, Assistant in the Order Department of Palmer Library; Sarah L. Laubenstein, Assistant in the Catalogue Department of Palmer Library; Jessie M. Beckwith, Secretary in the Office of the Business Manager; Elizabeth Avery Bailey, Assistant in the Bookshop.

Fairy Tales Begin Fall Drama Season On Palmer's Stage

The general theme for this year's three Play Production plays is fairy tales of many lands. The first play scheduled is George Peale's Old Wives Tale, an Elizabethan comedy to be presented on October 31 at 7:30 p.m. in Palmer Auditorium. The story involves a play within a play incorporating a conjurer who has spirited away the king's daughter. The kingdom is out searching for the princess, and each searcher meets the conjurer who uses his evil powers to incapacitate them.

Chivalrous Plot

There is, of course, the noble young knight who, with the aid of an enterprising ghost, finally rescues the princess and kills the conjurer. The tale has other interweaving plots, making the play a fascinating and comical tale of wits.

The cast includes: Nancy Waddell, Gay Nathan, Colleen Dougherty, Mary Goekjian, Delia Plimmer, Sheila Scranton, Joanne Gates, Jill Manes, Denise Boitel, Buzzy Geeter, Dodie Hearn, Patricia Keefe, Pegi Kegelman, Jill Dargeon, Harriet Kaufman, Renee Cappellini, and Nancy Donohue.

Production Staff

The Stage Manager for the production is Laurie Pritchard, the Prompter is Sally Glanville, and Publicity will be handled by Delia Plimmer. In charge of lighting are Nancy Waddell and Pam Van Nostrand, in charge of costumes are Sue Oliver, Jill Dargeon, and Colleen Dougherty, scenery will be done by Harriet Kaufman and Pegi Kegelman (who also designed the set), props will be handled by Gay Hartnett, make-up by Linda Stallman, and sound by Joan McDuffee.

Prof. Griffin To Speak Here On October 15

A convocation lecture will be held on October 15 at 7:30 p.m. in Palmer Auditorium, with Professor Donald R. Griffin of Harvard University as guest speaker. Professor Griffin's lecture will be entitled *The Navigation of Animals*.

Dr. Griffin received his secondary education at Tabor Academy and Phillips Academy, Andover. At Harvard University he received his B. S. in 1938, his M. A. in 1940 and his Ph.D. in 1942. From 1938-45 he taught at Harvard; from 1946-53 at Cornell University; and since 1953 he has been a Professor of Zoology at Harvard. Dr. Griffin was a Junior Fellow at Harvard from 1940-41 and a Research Associate for War Work there from 1942-45.

His research has been in the field of comparative physiology. He recently wrote an article for the *Scientific American* entitled *More About Bat "Radar,"* relating his work on how bats navigate by echolocation or sonar. Dr. Griffin has also written a book *Listening in the Dark*, in which he discusses the acoustic orientation of bats and man. His studies have also included the migratory actions of birds.

Dr. Griffin was the National Lecturer for Sigma Xi in 1952, and he delivered the Trumbull Lectures at Yale University in 1955. He is a member of both Phi Beta Kappa and Sigma Xi and of the American Society of Physiology, American Society of Zoologists, and the Ecological Society of America among others.

Dr. Griffin is well-known as an interesting lecturer. He now resides in Belmont, Massachusetts, with his family.

Dr. Cragg of Andover Newton To Speak Sunday at Vespers



DR. G. R. CRAGG

Dr. Gerald R. Cragg, Dean of Studies at Andover Newton Theological Seminary, will be guest speaker at Sunday evening's Vesper Service in Harkness Chapel.

Born in Franford, Ontario, Dr. Cragg received his early education in Japan. He later studied at the Universities of Toronto, Cambridge, and McGill.

In addition to having served a parish ministry in Ontario, Dr. Cragg was recently minister of Erskine and American United Church, one of the largest churches in downtown Montreal. Before taking this post in 1946, he was Professor of Systematic Theology at McGill University in Montreal. In addition to preaching, teaching, and writing, Dr. Cragg has been active in the ecumenical movement, serving positions in the World Conference of Christian Youth and with the World Council of Churches. Dr. Cragg is the author of the *Interpreter's Bible*, a commentary in twelve volumes.

The Connecticut College Choir will sing the Sacred Concerti by Heinrich Schutz and Ave Verum by Josquin Despres at the service. Following Vespers there will be a coffee hour and discussion in the library of Harkness Chapel.

DISCUSSION GROUP

The Connecticut College Religious Fellowship will sponsor a discussion group Thursday, October 16 in the Palmer Room of Palmer Auditorium at 7:00 p.m. featuring Mr. Jack Grant as guest speaker. Born in Trinidad and educated at Cambridge University, Mr. Grant soon became distinguished as a leading cricket player, having twice toured Britain as captain of the West Indies cricket team.

An educator among the Africans for many years, Mr. Grant has been director of education in Zanzibar and became principal in Adams College of Africans which was so much in the news a year or more ago. Begun as a missionary project by the Congregational Christian Churches in New England, Adams College became a test case with the African Government which wanted to take over the college as it had other educational institutions. Under the leadership of Jack Grant, the college did not allow itself to be taken over by the government, although the mission did finally

come under government control when Mr. Grant left that post to assist in the organization of a pioneering conference for the whole of Africa.

Held under the auspices of the Christian Church in February of this year, the conference had representatives from every country in Africa. The importance of this cannot be overemphasized since it was the first time that all of Africa could come together on a common meeting ground. The leadership of the Christian Church in this affair is of prominent importance, also, having great influence on the race between Christianity and Communism for control of Africa.

Because of his public and unequivocal stand against the African government, Jack Grant may be ranked with such men as Father Huddleston, Michael Scott, and Alan Payton, and he is certainly the best qualified person for the Congregational Christian Churches to have chosen to bring information about the African situation. With his unusual first hand knowledge of the continent as a whole, Mr. Grant's subject, *The Future of the African Continent*, will be of immediate concern and value to every student at Connecticut College, and a special invitation is extended to students in the departments of religion, sociology, and government.

SPEAKER'S COFFEE

After the Vesper Service on Sunday night, October 5, the Religious Fellowship held the second of its coffee hours, with the speaker, Dr. Ray Phillips, playing music and showing slides depicting various aspects of life in South Africa.

Dr. Phillips, who is Moderator of the Congregational Churches, played several short recordings of South African music, among which were a call to worship and a call to the Holy Spirit to enter into the worship service. He then began his showing of slides with pictures of Johannesburg, the center of industrial activity in South Africa. The pictures included such aspects of tribal life as marriage, work, education, vocational training, religion, recreation, and health.

When a young South African man wishes to marry, he must pay a "bride price" of ten to fifty head of cattle to the bride's father. When this transaction is completed, there is much feasting and dancing in preparation for the final rituals of marriage.

Mining is the principal industrial activity in South Africa. When young men need money for payment of taxes or perhaps a bride price, they go to spend a year doing strenuous work in the gold mines. The work is hard, but the food is plentiful and lodgings are sufficient.

Young people must go through a ritual in order to be received into their tribe as adult men or women. Young people of both sexes live in seclusion for a period of time to learn self-sufficiency before being accepted into the tribe.

The churches play an important part in the life of the Africans. Often lay preachers or evangelists

See "Coffee"—Page 6

Census Quizzes Bush, Ribicoff On Future of Our Education

by Elizabeth Stratton '60

Connecticut College was fortunate in having Senator Prescott Bush and Governor Abraham Ribicoff speaking to students and alumnae on Alumnae Day, October 4. The Governor and Senator were interviewed by Conn Censur prior to the assembly meeting and answered questions about education. The question put to Senator Bush was: How can the United States' educational system expand with enough speed and efficiency to provide the schools and teachers necessary to meet the needs of our growing population?

The Senator placed the responsibility for the expansion of education on the local and state governments, and said that the lion's share of the burden must be met by the local, public, and private institutions. The growth of public institutions must be financed by state funds obtained primarily through taxation, while the private institutions must draw on private financial support. The people of the United States have come to a greater awareness of the tremendous role education plays in our position as a world leader. They are viewing the grade school and high-school education more discerningly and are realizing the great need for

higher education, especially in the field of science. Education is, in fact, expanding. Institutions of higher learning in this state, for example the University of Connecticut, have grown tremendously through state programs for education. Private colleges and universities have also been expanding, helped by alumni through their increased contribution to college funds. The federal government intervenes in this growth of education only where the national interest is involved.

The present education act, The National Defense Education Act of 1958, is designed to advance the cause of higher education by finding the best, most promising students and keeping them from dropping out of the education system.

Governor Ribicoff was asked: The United States educational system has been challenged by the great technological advances in the Soviet Union. The stress has been shifted toward the sciences in order to keep abreast, and preferably ahead of Soviet technological progress. Do you feel that there is a danger of over emphasizing technological and wartime progress to the detriment of sociological and humanitarian progress? The governor

See "Interviews"—Page 6

Saved by Support

If the primary purpose of a newspaper is to keep its reading public informed of current news and to impart knowledge of events, then ConnCensus is failing in its responsibility. It does not function chiefly as a news-bearer. The reasons for this are numerous. In the first place, any newspaper must give the coverage to its local vicinity. In the ConnCensus then, the most coverage should be of news which occurs on this campus. Partially because of the size, location and nature of our college, the number of events transacted in a week are relatively few. Secondly, in a weekly paper, many things which are straight news at a given time must be presented as reviews or features when they appear in print. Thirdly, since each issue is planned two weeks in advance, there is often a scarcity of information available at the time the paper goes to press. The reading public of ConnCensus can keep informed through posters and notices, and thus the news stories are mostly elaborations of the basic facts already received through other channels. ConnCensus cannot and does not claim to be a vehicle by which the reading audience is kept abreast of exciting and unknown events. If this is the function and vitality of a newspaper, then ConnCensus is falling short of this ideal.

But perhaps the standards and purpose of a newspaper can be modified when it comes within the realm of a college. We must set a new definition of its function, since that of an informer of current news cannot be adapted as the purpose of a newspaper in a college of this size. Rather than having the revelation of news as its chief function, ConnCensus must direct itself toward interesting and varied feature material. In this category are included debates and opinions, reviews, interviews and numerous other topics. If it has any at all, the raison d'être of ConnCensus is to be an expression of student and faculty ideas, and to present feature articles on a variety of subjects.

Having established a justification for its existence and a policy to which it should adhere, it now becomes necessary to examine the means by which the two can be supported and augmented. Only when the goal is definite, can one begin to explore and utilize the means of attaining it. If the above is the end toward which ConnCensus must strive, then we must explore the ways of attaining this end.

ConnCensus has an able feature department, and many suggestions as well as actual writing can be handled by those directly connected with the paper. But the members of any organization are limited by factors of time and knowledge. The feature staff cannot be informed of all the various subjects which would appeal to the reading public. It is naturally limited in scope and in time. Thus ConnCensus has need of another source of information and ability in order to attain its proposed goal. This source is the reading public at large. The paper has need of a "guest feature staff" which consists of all members of the college community. The ConnCensus staff cannot know the personal interests and abilities of every person, but each individual knows her own and those of certain others. So many valuable ideas and so many interesting articles or even submit information which could be written up by someone on the staff of the paper. The attainment of the ideal of a more varied feature section can be greatly aided by initiative and interest on the part of its readers. If our goal is to be attained, the dream of a "guest feature staff" must become a reality.

The paper should also function as a vehicle by which student, faculty and alumnae opinions and ideas are brought to the attention of the whole college community. The Free Speech column is a place not so much for adverse criticism of our college's policies, as it is a means of sharing thoughts and ideas. The column has been an infrequent part of past issues due to a lack of contributions. Here again the paper needs the support of the whole college community in order to attain its goals.

In many cases, an organization lacks support because the necessity of outside participation is not made clear. For ConnCensus, the support of the college community is vital. If the goals here discussed are not attained, it cannot be because of an unawareness of the steps which must be utilized. —C. N.

Friendly, Casual Relationships on Campus Impress Inga of Sweden, Edmea of Brazil

by Renee Cappellini '60

Why does a Swede, having the best educational institutions of Europe practically at her doorstep, come to Connecticut? Why should blonde, blue-eyed Inga-Gun Bjaler have turned her back on the sights most of us long to see and come to America?

Inga began with "to learn English," then said, "It is the 'country of possibilities,' no, how do you say it? Ah yes, Land of Opportunity." It seems people say good things about America, even at that distance, and a scholarship provided a once-in-a-lifetime chance to actually live in another world. Perhaps man's ancient desire to explore the unknown, his ancient urge to be independent of home and family were her most important reasons.

Does Inga like the States? Yes, she "loves it here," although she "wouldn't emigrate." Does she find the language a barrier? "It's very difficult to speak, but not to understand." Does she enjoy American, collegiate food? "It's good."

More seriously, what does she think of college life, of American girls and of American boys? The thing that impressed her most about each was the casual, friendly, interested manner which "made me feel so at home." "The girls are so interested. They always greet you, always say 'How are you?', always remember your name."

The European student wears heels and hose to class; none of our comfortable practicality of

dress. And the faculty are semi-divine—no one feels the warmth and cordiality of student-faculty relations like those at Connecticut. The European student does not live in a dormitory. He lives alone, without the company of eighty fellow scholars to drive away homesickness.

American boys are "more polite," Inga observed. "In Sweden the girl helps pay for a date and very few young men have cars." However, for all their "savoir faire," American boys seem less mature, and less responsible than their continental counterparts, she added.

Not sure what she wants to be, Inga will study next year at the University of Stockholm, then at the Sorbonne to learn French and at the University of Madrid to learn Spanish. Will she remember youthful Connecticut in the midst of those ancient seats of learning? Yes, because she is "so happy here."

by Suzy Tucker '61

Edmea Maria Carvalho da Silveira is attending Connecticut College under the Foreign Student Program. She came here from Brazil because she wants to be an English teacher.

"Eddie," as she has been recently nicknamed, finished High School in Brazil in 1956. She took an English course in Rio de Janeiro, from Cambridge University in England, for which she received a Certificate of Proficiency in English. This Certificate gave her the standing of a Senior at the University of Rio. She took her first semester of the "fourth grade" there, which lasted from March to June, but rather than finish her education there, she wanted to come to America. She entered the competition sponsored by The Institute of Interna-

tional Education in New York, which offers scholarships in U. S. colleges. Out of one hundred and twenty-seven applicants, fifteen were accepted, and Eddie was one of them. Her classification secured her under-graduate education in the United States.

Unfortunately, the I. I. E. paid only for her education, and not for transportation. So, Eddie won another scholarship — this one from the travel fellowship program of the Braniff International Airways. She was one of three students to receive transportation to America.

During the three days Eddie was alone in New York before coming up here, she went shopping in Macy's. On her arrival here she was immediately impressed by the "beautiful relationship established between students and faculty at the Foreign Students' tea in Miss Babbott's living room. Students here, she says, are on a much more personal basis with faculty than in Brazil.

Another impression which pleased Eddie was the appearance of boys "all over campus." She likes the way they can come any time, and have meals here. Although she has not yet found any radical difference between the American College Boy and the Brazilian one, she says that she likes American boys "very much."

Eddie has had many amusing experiences since her arrival here, but she thinks the funniest is Mascot Hunt. "I was chasing after somebody," she said, "and I didn't know what for."

When she finishes her school year here, Eddie plans to return to Brazil to continue her studies. Then, when she has completed them, she can become a teacher of English.

Danish Film Slated For Campus Screen

This week's campus feature film to be presented Saturday, October 11, at 7:30 p.m. is the mystical drama, Day of Wrath. The movie is in Danish with English subtitles and lasts eighty-seven minutes.

Set in seventeenth century Denmark, this Carl Dreyer presentation relates the story of a young girl, Anne (Lisbeth Movin), who is unhappy as the second wife of the village pastor (Thorkild Roose). Anne's mother-in-law (Sigrid Neefeldam) despises her and adds to her misery. The day that an old woman (Anna Svierkier) is burned as a witch, the pastor's son (Preben Lerdorff) returns, bringing happiness to Anne. This joy, however, is short-lived as the pastor dies, shortly after Anne has wished him dead. This incident and the fact that Anne's mother was accused of witchcraft seem to suggest to the villagers and even to Anne herself that she possesses mystical powers and is therefore doomed.

Carl Dreyer, an artist in filmmaking, employs authentic settings, costumes, and lighting to supply the background and atmosphere of Day of Wrath, a production which, according to Theodore Huff of the New York Times, "no student of the cinema, no true lover of screen art can afford to miss . . ."

Wanted

The old saying that "two heads are better than one" has led ConnCensus to desire an Art Staff to take care of the cartooning for the paper. We would like to have three or four artistically inclined people to comprise a rotating staff. This will give more people a chance to do cartooning, and it will also add variety to the paper's brand of humor. Anyone interested in part-time cartooning, please contact Ann Frankel.

Calendar of Events

Saturday, October 11

Trinity-Wesleyan-Amherst Mixer Knowlton, 8-11 p.m.
Campus Movie,
"Day of Wrath" Auditorium, 7:30 p.m.

Sunday, October 12

Vespers—Dr. Gerald R. Cragg Chapel, 7:00 p.m.

Wednesday, October 15

Convocation Lecture,
Professor Donald R. Griffin,
Harvard University Auditorium, 4:30 p.m.

Thursday, October 16

Religious Fellowship Discussion,
Mr. Jack Grant Auditorium, 7:00 p.m.

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Wanted: ConnCensus Cartoonist!



The Future of Connecticut College

by Jean MacCarthy '59

In observance of Alumnae Day, The Honorable Prescott S. Bush spoke at an alumnae-faculty luncheon on Saturday, October 4. Preceding a panel discussion of The Future of Connecticut College, Senator Bush followed the same theme with a speech concerning the support of private education, how and why.

Development of Resources

The biggest challenge we face, he stated, is to fully develop human resources. The belated recognition of education and its needs in America could be remedied by the double resolution of reducing the loss of promising youth from secondary schools and of keeping promising undergraduates in college. Women's education is important to us as a nation, because "to educate a woman is to educate a family." Furthermore, the American woman plays an increasingly important role in the affairs of the nation, and will have more effect on the ultimate role of the ballot than the man. Senator Bush stressed the importance of education for the married woman, but emphasized that he does not support defeminization nor does he favor a career over marriage. The woman of today is a "reservoir of leadership and strength. An effort to fulfill her potential is an effort worth our support."

The rest of Senator Bush's talk was directed at the alumnae and the support of private institutions. It is up to the alumnae to get behind the effort to help others get a higher education, and to support their alma mater. Once developed, giving is a habit easy to keep, but should not be competitive. He commented that none who have graduated have really paid for their education in that the buildings and facilities were gifts of others. The danger to all United States institutions is that the equipment is too good, and the campus too lovely. On the other hand, we want our future leaders to know generous and decent living. Mr. Bush concluded his speech with the thought that our position is ours not because we deserve it, but because we are fortunate enough to be alive here and now, and it is in this respect that we have incurred a great responsibility to ourselves and to our successors.

Afternoon Panel

The theme of the afternoon Panel Discussion was The Future of Connecticut College. By way of introduction President Park stressed the need for an attempt to set the goals toward which the college must strive in the next half century. His Excellency Abraham A. Ribicoff, Governor of the State of Connecticut, closed his speech with the statement that if Connecticut continued to keep as high standards as it has in the past fifty years, it has nothing to worry about in the next fifty.

The four other speakers to be dealt with in this article include: Miss Lista Kennan '59; Miss Elizabeth Babbott '51 and present Dean of Sophomores; Mr. W. Duane Lockard, Associate Professor of Government and Mrs. John G. Lee, Chairman of Executive Committee of the Board of Trustees and a former President of the League of Women Voters of the United States. The main issues of these panelists were surprisingly similar; and even if the original speech did not include an opinion

upon a previous speaker's idea, the other panelist would mention it extemporaneously.

The Issue Defined

Lista Kennan introduced her ideas for the future by relating an experience she had had which gave education a larger and newer meaning to her. She remarked upon a one hundred year old man

—totally blind and partially deaf—who still kept abreast of world affairs by listening to the radio every evening and having the paper read to him every morning. Education does not mean the continual pursuit of knowledge just for a goal beneficial to the pursuer, but it means the "knowledge of life and human experience which it affords." Governor Ribicoff in a comment on Miss Kennan's experience recounted the story of a one-time foreign correspondent who no longer reads the paper nor listens to the radio, but hears a summary of the year's news events every January. The correspondent had told the Governor that news really does not change too much from year to year. Whereupon Mr. Lockard announced that he thought that at least until one is seventy, one's duty is certainly to keep in daily contact with the news of the world.

Miss Kennan stated that she did not think Connecticut needed to open its doors widely, for she would rather see "a few people really well educated than a mass of people who have college degrees and very little to show for them." Mr. Lockard differed with Miss Kennan in thinking that the schools of the future will face economic pressure to expand, for it will cost less per person if the enrollment is larger. He said that there will also be pressure for expansion from the Alumnae and the other people who want their children to go to college. He felt that expansion does not necessarily mean a lower quality of student being graduated, and if such is the case, then nothing is to be gained by the expansion and so a return to the original would be in order. He expressed a preference for the atmosphere of a small school with its smaller classes, but he said that the "continuance of this is not within the realm of the possible."

Small Colleges Favored

Mrs. Lee agreed with Miss Kennan and said that the student gains something from a small college which she could never get in a larger one. Governor Ribicoff joined Mr. Lockard by saying that he believed that "all people must be educated to the utmost of their ability, and we must not just educate the people who are able." The Governor later seemed to contradict himself when he said that "a small college is needed to give good individual attention." President Park resolved the above conflict by pointing out that as this discussion has shown, it is difficult to agree on the ideal number of students which a college should admit in order to give them the maximum benefits of education. We know that increase is necessary, but no one wants to belittle the quality of the student.

Mr. Lockard stated that the more advanced students in both high schools and colleges should not be allowed to remain with the average students. They should be able to improve in proportion to their capabilities, and they certainly should be pushed and not allowed to grow stagnant. The Governor assured Mr. Lockard

that many of the high schools are doing just that right now. He also stated that he thought students capable of completing high school in three years should have the first year of college work presented to them while they are still in high school. He believes that this will benefit the student while pushing her into the college atmosphere before she is ready may be psychologically harmful.

Deficient Curriculum

After spending two years in Tokyo and recognizing her inadequate background in Far Eastern history, Miss Babbott said that colleges "should not downplay the Far East since we now need to know about them for our survival." She felt that Connecticut ought to include courses in the history of these countries in its curriculum. The Dean, appreciating the fact that we already have many requirements, would still like to add the classic concepts of astronomy and astrology, a course in the evolution of the world, and one in geology to the required curriculum. Mr. Lockard did not mention a specific course he would like to add, but he did think that we

Stress on Initiative

A suggestion which Miss Kennan had for a method of course presentation to be encouraged in the future was to permit a student to have more "seminar" courses in which students could read on their own, compile reports for class discussion, and write papers on relevant subjects which interest them," thus developing self-discipline and a sense of responsibility—both of which seem to be sadly lacking in most of the students of today.

Dean Babbott, while advocating the increase in studies dealing with the Far East, realized that Connecticut might be too small to carry the load alone, so she suggested that two neighboring colleges might join with Connecticut in an "intercollegiate sharing" of faculty and ideas in this field. Then she said that maybe a three year summer school program might be arranged which would include subjects in the Far East, the Middle East and Africa.

Another suggestion proposed by Miss Babbott involved the enlargement of the foreign student exchange program. She raised the possibility of having "daughter or sister schools so that our graduates could go over there." She be-

phasized that the smaller and newer colleges will have a harder time changing than the traditional colleges, for any new idea in the latter is always looked upon as a good thing, whereas a change by the former is looked on with skepticism. Then Mr. Lockard said that "maybe we will be ready for the change—not too young or too old," for he added that the old do have to keep up a certain tradition which the young do not have. Some of his suggestions include the growth of the school and a doubling of the teaching salary "which will be earned for we will have to teach more subjects and more effectively."

Note of Optimism

Mrs. Lee believes that there is a future for an all-women's college, for the women contribute to society's welfare. She does not believe that the educational requirements should be the same as for men, but that women have to make social use of the knowledge they possess and therefore should have a different preparation. She also mentioned the broader fields which girls can now go into which contribute to their community living, such as architecture. Mrs. Lee also spoke out against overspecialization. She said that there are too many graduates who have not "acquired the discipline necessary to express themselves on paper." She said that this is a field in which the training received at a women's college is useful.

Training in Politics

"Invention of America is more important than the discovery" was a quote which Mrs. Lee used to show that the Americans of today need to know something about the practical politics of their country. She mentioned Amherst and the University of Massachusetts as having a program in which students receive credit for active campaigning. She also suggested that "the women students should someday be allowed to participate in the League of Women Voters as a course."

Governor Ribicoff mentioned the state's role in education. He said that the State Colleges and Teachers' Colleges should be encouraged and that the tuition charge should be kept at a minimum. As for the future need for more colleges, the Governor suggested a plan in which private colleges would be built in a community and the students in this one and the surrounding communities would commute to it. The state would then set up scholarships for many which would be for the tuition alone and not as expensive for the state as enlarging the present day state universities.

Prognosis

Governor Ribicoff then stated his view of the future trends in college education: a college education would become coeducational and would be universal up to the two year level; then only those who appreciated education and were capable to go on would be allowed to continue.

President Park remarked that the most outstanding part of this whole afternoon of discussion was that the participants rose above specific material considerations and spoke about the broad academic problems which Connecticut must deal with in the future.

Mr. Lockard believes that the present methods of teaching will disappear in the future. He em-



Seated left to right: Senator Bush, Miss Park, Governor Ribicoff.
—Photo by Lucy Allen '59

should integrate several of our courses, such as economics, sociology, and government, into one course which would deal with the present problems in these fields. He said that we need to know more about world affairs now, and that we should bring the great minds to the campus and thus give us a more rounded education. He spoke of Dartmouth's Great Issues course as an example. Mrs. Lee thought that courses such as Home Economics and Problems in Democracy were not as beneficial as others in which we have a minimum of understanding. Elements of Democratic Living and the Family Community were two suggestions which she put forth to remedy this lack. Governor Ribicoff did not seem to care for the courses which each speaker had thought definitely should be included in the curriculum, for he said that "students have too many now." He wished that we could return to taking just the basic courses: religion, philosophy, literature, and history. He believes that with this background the graduate "will then be in a position to understand man."

FREE SPEECH

A Forum of Opinion From On and Off Campus
The opinions expressed in this column do not necessarily reflect those of the editors

Dear Editor,

The members of Saturday's panel discussion all seemed to ignore one very fundamental question: what will be the future role of the small private liberal arts college? Will the B.A. degree carry the same prestige in twenty-five years as it carries now? Some years ago, a high school education was considered adequate preparation for a school-teacher; now at least four years of college training are required. Soon the liberal arts education may be considered only a preface to more specialized training. More and more jobs will be open only to college graduates, and those that are now filled by college graduates will demand people with advanced degrees. Local colleges will spring up in every large town to accommodate the increasing number of college students, and to relieve the financial strain of boarding away from home during the college years. Families of only modest means will send their children to public schools, local colleges and then away to graduate school. The private liberal arts college, accepting mainly boarding students, may become as exclusive a luxury as boarding schools at the high school level are at the present time.

I think there are two possible alternatives to this rather grim future that may free Connecticut College. One is to expand in scope as the above outlined trend continues: to institute, and bring gradually into a position of primary importance, a program of graduate studies. The preferable alternative is to attempt to maintain the prestige attached to a B.A. degree by increasing the level of accomplishment necessary to earn this degree.

Recently great demand has been made for the improvement of our secondary schools. Many high schools are presently experimenting with new courses and programs of study. One high school in Connecticut is now offering calculus and analytic geometry, but still not requiring college preparatory students to study European History. Connecticut College can give much needed guidance to the high schools by making the entrance requirements more difficult so that entering students would not be required to take a host of beginning courses. The quality of the educational program here could subsequently be vastly improved by requiring every student to take advanced courses in fields outside of her major, and to do Individual Study in her major field during her senior year.

Nonie Clinton '59

Dear Editor:

The discussion of the Far East situation which appeared in the October second issue of the Conn Censu s was an intelligent one, but from my point of view, I feel that a few more points deserve consideration.

To my mind the issue in the Far East is mainly one of principle and not primarily of land. Because of the influence of the Marshall report and the friendly relationship between Chiang Kai-Shek and the officials of the United States, the United States has pledged support to Formosa. The United States believes in integrity and honor and when her word is given, it still means something. Thus the United States' Seventh Fleet is convoying Nationalist supply ships to Quemoy and Matsu and is backing the Nationalist cause, because this country believes in the principles of free China.

There is no strong leadership in Nationalist China other than Chiang Kai-Shek. When he is dead, there is a question of his successor. If Chiang was not such a good friend of the United States, I firmly believe that the United States would recognize Red China. After all we do have dealings with other communist nations, and from an economic point of view, recognition would enable our possessions in the Pacific to benefit from trade with Red China. At present Red China is growing economically without any aid from the United States. Britain is benefiting from her dealings with Red China and it is almost certain that Canada plans to recognize Red China to improve trade.

But the United States cannot be blackmailed into recognizing Red China. I feel that Red China has been seeking recognition and a seat in the United Nations by means of negotiations. Communist China is hoping that she can make a deal, a truce in exchange for recognition. The United States believes in a 'peace with honor' and cannot backdown on these principles. Another stalemate appears in the making. In

Student Criticizes Damn Yankee Film

by Carol M. Plants '60

Damn Yankees will undoubtedly steal home at the box office, despite the fact that baseball and Faust do not add up to a home run. This Sportsman's melodrama features an avid baseball fan who becomes his team's greatest player after a few bewitching sessions with a contemporary devil.

Tab Hunter as Joe Hardy, the manager's dream, comes through with a few long 'hits and some near misses when he goes into his song and dance with Lola. Lola, played by Gwen Verdon, is none other than the devil's advocate; and when it comes time for her to advocate Joe, she limbers up in such numbers as Whatever Lola Wants . . .

Tab goes on to become the season's biggest hit but he gets tired of the game and realizes "that there are some things more important than being a hero."

Much of the comedy is as bad as a five game losing streak, but the dancing is sprightly enough to keep the moviegoer hoping that other Broadway adaptations will turn out better than this one did.

Movie Schedule

GARDE THEATER

Wed., Oct. 8—Tues., Oct. 14

Damn Yankees
Gwen Verdon
Ray Walston
Tab Hunter
Ama Girls

A Walt Disney Production

Starting Wed., Oct. 15

Man of the West
Gary Cooper
Hong-Kong Confidential

CAPITOL THEATER

Wed., Oct. 8—Tues., Oct. 14

The Barbarian and the Geisha
John Wayne
Eiko Ando

Starting Wed., Oct. 15

Streetcar Named Desire
Vivian Leigh
Marlon Brando

time Red China will be recognized, but at present a Korea-style armed truce is in the offing.

As far as a Third World War being imminent, I cannot agree. In the first place Red China is not in the position for an all out war. She wants Quemoy, Matsu, and Formosa, but she knows that she can eventually obtain these islands through infiltration. I do not believe that there is a close alliance between Red China and Russia. Mao does not want to become another appendage of Russia, plus the fact that Khrushchev and Mao do not adopt the same theories of communism. Mao is a Stalinist and Khrushchev is certainly not reconciled to this point of view. Russia is not calling the plays in this situation. If there were to be a war, I believe that it will arise from conflicts between Red China and Russia. And if war was declared, Britain and France would side with Red China and the United States

Scientific Seniors Choose Moon Probe As Melodrama Theme

This year's Senior Melodrama is entitled Out of This World and is scheduled for presentation November 6 in Palmer Auditorium. Director Lista Kennan, assisted by Jean MacCarthy as Stage Manager, is currently conducting rehearsals for the interplanetary farce which has as its central theme a timely topic—discovery in outer space.

Shoot the Moon

Guaranteed to tickle the ribs of science-fiction enthusiasts, the plot concerns a group of scientists who decide to shoot the moon by landing on it in a rocket which they have built. Once they arrive, they plan to devide the moon's surface into lots for sale to earthy magnates.

Here the plot thickens: the rocket overshoots the moon and lands instead on the planet Lilliput. As is to be expected, many complications ensue and the plot keeps thickening. A love motif is introduced when the Lilliputian Princess, played by Connie Snelling, falls for the Professor's assistant, portrayed by Margaret Wellford.

Enter Villain

Nan Krulwich as the Villain does her best to ruin everything. The role of the aging Professor, who also has the unfortunate distinction of being the Villain's father, will be assumed by Muffy Hollowell.

The cast is a large one, and includes most of the members of the Senior class. Music and choreography is original, and the spatial sets should provide an imaginative background for the performers.

would join her allies.

To my mind the situation over Quemoy and Matsu is once again a conflict between two different and opposing ideologies and principles and will be settled by another truce.

Judith P. Bassin '59

Moon Watchers Receive Hints On Observation

The Science Club met on Tuesday, October 7, to hear a talk delivered by Mr. Peter Oaths, Department of Research and Development, Electric Boat. Mr. Oaths is Group Leader for the New London Visual Observers of Satellites. The group operates under the auspices of Smithsonian Observatory in Cambridge and the International Geophysical Year.

He spoke on the moon watch system operating from the top of Bill Hall, which is part of the world-wide network of visual satellite tracing systems. The area participants include Mr. Garrett of the Physics Department, vice president; members of the Electric Boat Division at Groton; the Coast Guard Academy; the Submarine Base; the Underwater Sound Lab; Mitchell College, and representatives from the New London schools. Some leading authorities in the fields of physics and photography are included in the group.

Outstanding Features

Mr. Oaths mentioned that the New London system is one of the See "Moonwatch"—Page 6

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Mascots Amassed

Emerging from the confusion of Mascot Hunt, Juniors and Sophomores met last night in Knowlton Salon sans trench coats, masks and gym suit bloomers to culminate the three day masquerade with the unveiling of the trials, tribulations and names of the respective secret committees. Prior to this gathering the Junior class met for a climactic banquet in Freeman and Jane Addams. Each member of the class found at her place at the table a corsage of white carnations sent by her sisters in the Freshman class.

The Juniors adjourned to Knowlton for coffee, candy and conversation and were joined there by Dean Noyes, Dean Babbott, Dean Johnson, Miss Polly, Miss Eastburn, several Housefellows and Mr. and Mrs. Haines as the class advisers. Junior class President, Liz Hood, then announced the arrival of the Freshman class en masse to serenade their upper class sisters. The Freshmen, led by their newly elected song leader, Molly Richmond, presented the Juniors with a preview of their original Amalgamo song and the Juniors reciprocated with the first public performance of their song to the Freshmen. Both classes then joined in the singing of the Alma Mater. Accompanied by a huge ovation by the Juniors, the Freshmen left and were replaced by the Sophomores who came in singing in praise of the Junior

class to which the Juniors promptly replied.

Liz began the festivities with a welcome to the class, praising them for their excellent spirit all through Mascot Hunt. She then read a telegram which she had received earlier in the evening from the Senior class which expressed their hopes that both participating classes had enjoyed the event. Sophomore class President, Sue Snyder, was presented with the banner which the Juniors had uncovered due to the quick thinking of Betsy Froment and her cohort Sally Glanville. Liz also returned to Sue the tape recording which the Sophomores had cunningly but vainly made of the Junior class meeting. Amidst the merriment following this presentation, each class prepared to put forth their theories concerning the opposing committees and runners.

As Liz called their names, the suspected runners stood up and as Sue called the real names, the suspected runners sat down, with the exception of Sue Tally, who had been correctly guessed. Sue then announced that the other runners had been: Debbie McKown, Judy Knudsen, Judy Warner, Connie Clark, and Joan Karslake. The same procedure was followed for the secret committee members and once again the Juniors guessed only one member, Cathy Burrows. The other members were: Gay Nathan, Linda Michaelson, Abby Clement,

and Sara Dunham.

The Sophomores then took their turn at guessing, with even less success than the Juniors since they could not identify any of the runners. The runners were then named by Liz as Harriet Kaufman, Carol Brogini, Renee Cappellini, Tommie Saunders, Carol Plants, Linda Stallman and Punkin Harris. One secret committee member, Aggie Gund, was left standing when Sue called out their guesses. The other members were found to be: Melinda Vail, Sue Ryder, Pat Weinstein, and B. J. Gardiner.

When the excitement caused by the revealing of the names died down, the Sophomore committee, led by the Keeper of the Log, Gay Nathan, related their hilarious adventures during the three days. It was announced that the committee made seven attempts to hold their secret meetings, and that the required three were finally completed. Speaking in a very off-hand manner, Gay told the gathering about some of the haps and mishaps which occurred. She commented that the Juniors seemed to have remarkable perseverance, and that at one attempted meeting there were so many Juniors around that it looked like a war and one Sophomore, meaning to say that the place was swarming with Juniors, came out with, "This place is swarming with Japs!"

The Junior Log was read by

the Keeper, B. J. Gardiner, who delivered it in a gangster, gum-chewing drawl. The various committee members were known by aliases including Molly the Whit, who goofed, and Liz the Hood who sat in a tunnel for two hours. The secret committee spent their time groping in and around the underground tunnel system connected to the Powerhouse. Thanks to the underground the Juniors were able to hold their required three meetings in only four tries. This devil-

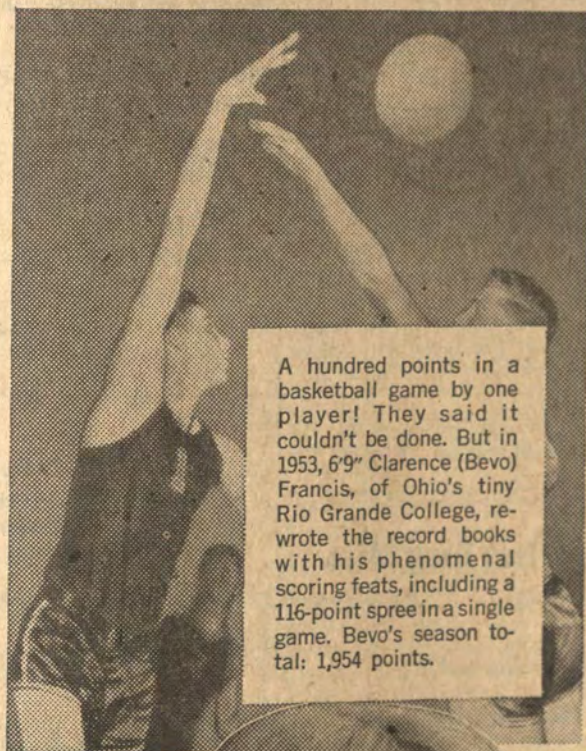
ous planning, however, resulted in shattered nerves, because the secret committee members were afraid of the dark!

The Sophomores managed to find the Mascot late Wednesday afternoon with the help of three clues planted on the campus by the Juniors. The Juniors, in turn, discovered the banner hidden in a dress hanging in Grace Smith's first floor closet, on Wednesday afternoon, after being given a clue to its whereabouts that morning.

Three Clues Which Led to the Mascot

- | | |
|---|--|
| I. The breeze blows warm,
The breeze blows cool,
The Sophomores are suspicious.
If this first clue you would unwind,
Be brief, but be ambitious. | I. Sung to the Sophomores at a rally 7:00 a.m. Monday morning. |
| II. Now here's our clue,
the second one,
The end is drawing nigh.
Like a key to a lock,
Like a crest to a wave,
On a star that shines on high. | II. Found sewed in a pair of pants in a dryer in Windham. |
| III. As the sun come up, her temperature rises,
A Soph is in for many surprises.
As she winnows her various views
It's on the knight in shining armor she stews. | III. Found wrapped around a bobby pin in Esther Sharp's hair. |
| IV. THE MASCOT | IV. Found on the mailbox at Fanning. |

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Moonwatch

(Continued from Page Four)

country's finest. The combination of an ideal location, talented personnel, fine equipment, and eager participants help make the moon watch station in Bill an excellent one. Among the outstanding features is a timing system, accurate with 1/10 of a second, and a number of special cameras.

The speaker outlined the steps involved in tracing the satellites. Sixteen telescopes are adjusted to provide full coverage of the

skies. A radio is employed to pick up the signals transmitted by the satellites in motion. Cameras are focused on the object simultaneously by the station here and the one in New Haven; two photographs taken a known distance apart can give the exact location of the satellite.

Functions of System

The moon watch system performs the following functions: it aids in tracing the first orbit of a newly launched satellite; it enables the observers to note the changes in orbit due to the change of speed which results from air friction; and allows them to record the satellite's

path as it falls to the earth and burns out—this in turn nets data about the density of the atmosphere. The information obtained is wired directly to Cambridge, where it is added to that received from the other stations around the world. The final calculations involve the plotting of the satellite's orbit.

Mr. Oaths mentioned in closing that the New London project is an example of the entire community cooperating to aid a scientific cause. Participation of Connecticut College students is welcomed, and those interested should contact Mr. Garrett.

Interviews

(Continued from Page One)

ernor's answer was a firm "Yes." He elaborated on this by saying that he had always felt that it would be a great tragedy for America to throw away its tradition in the liberal arts and humanities. The development of our country and its position as a world leader has, in part, been due to the strong background of Americans in the humanities and the development of the well-rounded, liberally educated individual. We should not forget, in today's rush for scientific and technological advancement that study in the humanities produces a more intellectually mature world, better equipped to find peace. We must, however, reconcile dual needs: scientific progress and further development of the humanities. Our scientists should be found and developed, while those interested in the humanities should be encouraged to develop their field. It is a tragedy to make a first rate poet into a third rate scientist and conversely a first rate scientist into a third rate poet. The governor was further asked what incentives could be offered to potential students of the humanities, which would be comparable to those offered the prospective scientist. He commented that perhaps the greatest incentive will be offered by the American people themselves. This incentive is that of respect and admiration for the intellectual. Americans, coming to a greater realization of the contribution made by its well educated, intellectually competent people, show increasingly their respect for intellectual achievement and contribution. As this climate of respect grows, it is hoped that the financial rewards will also increase.

Coffee

(Continued from Page One)

gelists conduct worship services. Due to the limited capacity of some of the Church buildings, Communion services are often held in the open air, on a hillside.

Teachers are essential to the education of young Africans. Be-

fore school buildings were constructed, classes were often held out-of-doors. Classroom buildings have recently been built, and, today, teachers instruct their classes in well-equipped buildings. There are schools where young men may learn such trades as carpentry, shoemaking, and tailoring.

South Africans enjoy a full and varied recreational life. Scouting groups for children have arisen. The scouts in Transvaal are called Wayfarers and number 36,000. YWCA and YMCA groups have started in several towns. There is a men's social center, playground facilities at the mines, baseball leagues and hockey teams. Soccer is the national sport.

Health is another field in which great strides have been taken in the past few years. There is a mother-and-baby clinic which includes, among its programs, a training school for midwives. There is a home for delinquent girls, to which young women are committed by the courts. A home for working girls is another of the institutions which contributes to the well-being and welfare of South Africans.

By showing the varied selection of slides, Dr. Phillips was able to impart to the small but interested audience how much progress is being made in a land which seems so very far away to many of us.

Chapel Notes

Friday, October 10, 8:00 a.m.
Tommie Saunders '60

Monday, October 13, 8:00 a.m.
Silent Meditation

Tuesday, October 15, 5:20 p.m.
Hymn Sing, Joan Murrey '60

Wednesday, October 15, 5:20 p.m.
Junior Year Abroad
Anne Krulewitch
Kathy Usher

Thursday, October 16, 5:20 p.m.
Marna Leerburger '59

Friday, October 17, 8:00 a.m.
Cinnie Enloe '60

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